



R0123

Dear National Fire Academy Student:

Congratulations on your acceptance to the U.S. Fire Administration's/National Fire Academy's (USFA's/ NFA's) Executive Development (ED) course. Your two weeks at the NFA will be busy, challenging and rewarding.

If you move or change jobs during the year, please write to the NETC Admissions Office with your new mailing address, email address, and other pertinent information (netc-admissions@fema.dhs.gov). Both Admissions and the NFA need this information. A telephone call with your new address is not sufficient.

Those individuals who are enrolled in the Executive Fire Officer Program (EFOP) are responsible for completing an Applied Research Project as a post-course activity to fully satisfy the requirements of the ED course and the EFOP.

End-of-class graduation ceremonies are an important part of the course, and you are expected to attend. This event is held on the morning of the second Friday of class. Please do not make any travel arrangements to leave campus until after you and your classmates graduate.

The course materials for this course are now available in a Bring Your Own Device (BYOD) format which will function on any electronic device. If you own an electronic device (laptop computer, tablet, etc.) and are familiar with its document reader functions, we are asking you to download the Student Manual (SM) **before you travel to Emmitsburg** and bring the preloaded device with you. Please see the page following this letter for complete instructions on successfully downloading your course materials. Please note: If you plan to bring/use an iPad, you may experience issues saving/storing/printing course assignments since there is no USB/thumb drive capacity for these devices.

For your information, the NFA classroom environment is PC based. As increasing numbers of students and instructors are bringing laptop computers or other electronic devices to campus you alone are responsible for the security and maintenance of your equipment. The Academy cannot provide you with computer software, hardware, or technical support to include disks, printers, scanners, etc. Classrooms are outfitted with surge protectors at each table for your convenience. Thumb drives or external hard drives used to bring course materials to class cannot be connected to FEMA property without being scanned for viruses. Due to time limitations for scanning, these devices cannot be larger than 8 GB. Anything over this amount will not be scanned and cannot be used. A Student Computer Lab is located in Building D and is available for all students to use. It is open daily with technical support provided in the evenings. This lab uses Windows 7 and Office 2010 as the software standard.

The design of the ED course consists of a number of content areas that include exercising leadership, coaching and mentoring, teams, change, creativity, organizational culture, resilience, ethics, empowerment, and scholarly research. Each of these areas has relationships with the others, creating a network of opportunity for professional and personal development. This course is presented in a Socratic method where you will be deeply involved in dialogue and intellectual discourse.

As a graduate level academic course, you are expected to be well prepared prior to arrival, participate fully each day, and perform scholarly work. In order to properly prepare for the ED course, you must complete several assignments.

Please read the following instructions carefully.

360° Multi-Rater Assessment Instruments

Attendance in the ED course requires participation in a 360° Multi-Rater Assessment process through NFA's Online Distance Learning Web site. The 360° Multi-Rater Assessment process consists of three assessment instruments: the Adaptive Leadership Instrument, the Executive Leadership Assessment, and the Organizational Culture Instrument. In order to be assigned/access the assessment instruments, you must be or become a registered student in NFA Online at www.usfa.fema.gov/nfa/nfaonline at least 10 weeks prior to your class attendance. A registration job aid is available at http://nfa.usfa.dhs.gov/misc/NFAOnline_Reg_JobAid.pdf.

- A system administrator assigns the assessment instruments to your NFA Online User ID approximately 10 weeks prior to your class attendance. You will receive an email from roxane.strayer@fema.dhs.gov with further instructions, due dates, and a job aid. If you are not a registered user of NFA Online, the instruments cannot be assigned to you.
- Each of the three assessment instruments is multirater in nature. This means that each instrument has a "self" component (you will complete this part for each instrument) and an observer component. You will identify and ask eight observers (up to 24 different people) to complete each of the three assessment instruments. As a result, the feedback report you receive during class will contain both self- and observer-rating information. The system is designed to protect the identity of your observers; please convey this fact to your observers when you ask them to participate.
- The government has invested considerable resources in the 360° Multi-Rater Assessment process. We believe each of the assessments will provide you with valuable feedback during your course of instruction.
- Upon receipt of the email notification, the assessment instruments will need your immediate attention. Both you and your observers must complete the assessments at least two weeks prior to your course start date.
- Failure to complete and submit the self-assessment component for each of the three instruments by the stated due date will remove your eligibility to attend this ED course offering.
- Likewise, failure for your observers to complete and submit their components for each of the three instruments by the stated due date will remove your eligibility to attend this ED course offering.

Successful Completion of Three Self-Study Courses

You are required to successfully complete three online self-study courses prior to your attendance at the ED course. All three of these courses are available through NFA Online, and you will be able to access them using the same User ID and Password you use for your 360° Multi-Rater Assessment process. The three courses are:

- Q0123: Applied Research Self-Study course.
- Q0170: Data Gathering Instruments to Support Applied Research Projects.
- Q0171: Designing an Applied Research Project Proposal.

To access these courses through NFA Online, follow these five steps:

1. Log into your NFA Online account.
2. From your NFA Online Home Page, select "Click to Browse Catalog."

3. Under Subject Area, select “NFA Courses”; then select “Executive Development.”
4. You should see the three required courses. You will need to add all three of them to your To Do List.
5. To begin a course, select “Home” to go back to your Home Page. All three courses should be displayed in your To Do List. Click on the course you wish to begin.

These courses will help you prepare for the NFA Executive Fire Officer Program (EFOP) Applied Research Project (ARP), a required element of the EFOP. Throughout the EFOP, you must complete four ARPs, one for each course. The Q0123 course material is compliant with the *Publication Manual of the American Psychological Association* (APA), 6th ed. ARPs must be completed according to APA style. Additionally, Q0123 features NFA procedural requirements for completing the ARPs.

In an effort to minimize the classroom time required to address the basic aspects of the ARP process and procedures, these courses must be successfully completed prior to your attendance at the ED course. Students enrolled in ED who arrive at NFA without having successfully completed Q0123, Q0170, and Q0171 may be dismissed from the class and the EFOP, as this is a mandatory pre-course assignment. Bring a copy of your certificates with you to class as verification of your completion.

For questions concerning the assessment instruments or any of the self-study courses, contact Ms. Roxane Strayer at roxane.strayer@fema.dhs.gov or (301) 447-1642.

Publication Manual of the American Psychological Association, 6th ed.

In addition to reviewing the Research Self-Study Guide and Research Self-Study Workbook contained within Q0123, you will need to purchase the *Publication Manual of the American Psychological Association*, 6th ed., typically referred to as the *APA Manual*. The *APA Manual* will be used throughout the 4-year program to accomplish your research projects and can be purchased at most local and online bookstores.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author
ISBN-13: 978-1-4338-0561-5

Leadership On The Line

The leadership concepts of the ED course are based on the principles contained in the below listed book. You must read this text prior to the start of class. The attached study questions are intended to aid your gaining full understanding of the concepts and principles presented in the text

Heifetz, R. A., & Linsky, M. (2002). *Leadership on the line: Staying alive through the dangers of leading*. Boston, MA: Harvard Business School Publishing.
ISBN-13: 978-1578514373

In the ED course, you will use the ideas we discuss to work through leadership challenges from your experience and that of other participants.

Toward that end, please bring with you a brief (one-page) statement of an adaptive challenge, ideally current; however, a past one will suffice as long as it is one for which unresolved issues remain. Presumably, you will bring something from work life, but it could be from your personal, civic, or community life as well. Ideally, this will be more of an adaptive challenge, although a technical problem with a **strong** adaptive sense may be used. A pure technical problem is not acceptable for this activity. The statement is to include:

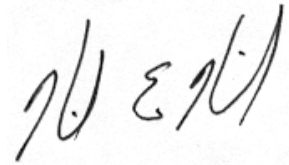
- Name of the challenge. (Be specific.)
- Major stakeholders and what **their** interests are in this challenge.

- Actions, if any, already taken.
- Your proposed actions.
- Questions you would like your peer consultants to address.

Confidentiality of the information shared among all presenters is a substantive norm throughout the ED course, so you are encouraged to be as open as possible with details of the challenge.

Should you need additional information related to course content or requirements, please feel free to contact Mr. Kevin Brame, Executive Development Curriculum Training Specialist, at (301) 447-1069 or email at kevin.brame@fema.dhs.gov. We look forward to your arrival.

Sincerely,

A handwritten signature in black ink, appearing to read "Dr. Kirby Kiefer", is centered below the word "Sincerely,".

Dr. Kirby Kiefer, Acting Superintendent
National Fire Academy
U.S. Fire Administration

Enclosures

National Fire Academy Bring Your Own Device (BYOD) Course Materials/Download Instructions

The **first step** is to download ADOBE Reader to your device. This will enable you to read and manipulate the course materials. ADOBE Reader can be used to comment and highlight text in Portable Document Format (PDF) documents. It is an excellent tool for note-taking purposes.

For Laptops and Computers

ADOBE Reader can be downloaded from www.adobe.com/downloads/. It is a free download. Please note that depending on your settings, you may have to temporarily disable your antivirus software.

For Tablets and Other Similar Hand-Held Devices

ADOBE Reader can be downloaded onto devices such as iPads, android tablets, and other hand-held devices. ADOBE Reader for these types of devices can be found in the device's Application Store using the search function and typing in "ADOBE Reader." Follow the instructions given. **It is a free application.** Note: In order to have the editing capabilities/toolbar, the document needs to be "opened with ADOBE Reader." There should be a function on your device to do this.

After you have successfully downloaded the ADOBE Reader, please use the following Web link to download your R0123, *Executive Development* (ED) Student Manual (SM). (You may copy/paste this link into your Web browser.)

http://nfa.usfa.dhs.gov/ax/sm/sm_r0123.pdf

Note: Please make sure you download the ADOBE Reader first. To open the SM, you will need to open the ADOBE Reader and then open the SM through the ADOBE Reader in order for the note-taking tools to work properly.

If you need assistance, please contact nfaonlinehelp@fema.dhs.gov.

STUDY QUESTIONS ON *LEADERSHIP ON THE LINE*

PRE-COURSE READING

Instructions to the Student

The following questions are designed to provide specific focus on the content of the book *Leadership On The Line* by Ronald A. Heifetz and Marty Linsky. Review the questions before you read the book (prior to the beginning of the *Executive Development* course), and refer back to the questions as necessary. Referring to these will help you prepare for leadership discussions throughout the *Executive Development* course.

1. What do Heifetz and Linsky state as the basic premise for their belief that to lead is to live dangerously?
2. Describe the basic difference between a technical problem and an adaptive challenge.
3. According to Heifetz and Linsky, what is the single most common cause of leadership failure?
4. What reason do Heifetz and Linsky give for their thought that leadership requires disturbing people and doing so at a rate the follower can absorb?
5. What is the difference between leadership and authority?
6. What are the four basic ways that people will use when attempting to resist adaptive work?
7. The basic means of adaptive resistance — increasing responsibilities, broadening agendas and unexpected promotion — are examples of what?
8. Discrediting the leader is what form of resistance?
9. Losing your sense of purpose because of your desire for the approval of your own supporters would be considered what type of resistance?
10. Heifetz and Linsky use the metaphor of going to the balcony to illustrate what key principal of being an adaptive leader?
11. What are the five diagnostic tasks that Heifetz and Linsky suggest for helping the adaptive leader see things from the balcony?
12. What are the four basic ways to distinguish a technical problem from an adaptive challenge?

13. Why do Heifetz and Linsky consider leadership to be an improvisational art and how does the balcony metaphor relate to improvisation?
14. What is meant by a leader keeping the opposition close and why is it important?
15. How does a leader work to overcome the issue that, as the organizational leader, a leader naturally is considered part of the solution?
16. Adaptive change requires that the individual close the gap between his/her espoused values and actual behavior. What is the sense that individuals will feel because of this?
17. Accepting casualties is considered indicative of a leader's level of what?
18. What do Heifetz and Linsky mean when stating "no one learns only by staring in the mirror."?
19. Describe the idea and benefits of creating a holding environment.
20. Describe the concept of creating disequilibrium and the productive range of distress.
21. Describe the basic concept and reasoning for "pacing the work."
22. Heifetz and Linsky call Martin Luther King, Jr.'s "I have a dream" speech an example of what?
23. What is the purpose of Heifetz and Linsky's concept of "give back the work"?
24. What are the four types of leadership intervention tactics?
25. Rather than simply ask a loaded question, what do Heifetz and Linsky suggest a leader should do?
26. When taking action it is critical that the leader do what?
27. What are Heifetz and Linsky's reasons for saying it is essential for leaders to hold steady?
28. According to Heifetz and Linsky, holding steady and taking the heat may result in what?
29. What is the concept of "let the issues ripen," and when do we know that an issue is ripe?
30. What are the four key questions to seek answers for when trying to determine if an adaptive issue is ready to be addressed?

31. What are some of the verbal clues that a work avoidance mechanism is at play?
32. What actions can you take when you do not have the authority but need to raise the issue, and do so while minimizing risk to you?
33. What are the four personal areas of challenge for a leader?
34. What is the “Zone of Insatiability”?
35. Describe the issues of influencing the concepts of distinguishing role from self.
36. Heifetz and Linsky state that if you are to be authentic and effective you have to play your role in accordance with your beliefs. What is the danger that Heifetz and Linsky highlight about this?
37. What happens when the leader takes personal attacks personally?
38. What is the long-term benefit to distinguishing role from self?
39. What is the difference between confidants and allies?
40. Why does a leader need a sanctuary?
41. Heifetz and Linsky ask the tough question “Why lead?” To this question they indicate that you must determine what about yourself?
42. What are two points of hesitation, which keep people from taking on leadership action?
43. What is the main point that Heifetz and Linsky make about leadership and the efforts to measure it?
44. What is the main point that Heifetz and Linsky mean by their statement that form does not matter?
45. What is the difference between “having purpose” and having a “particular” purpose?
46. What are the common dynamics of a leader who has heart?
47. What is meant by “sacred heart?”
48. What are the virtues of an open heart?